# Assessment tables example: Major in Economics

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| Program Learning Outcomes Table | |
| Program Learning Outcome | Assessment Methodology |
| MLO1. Knowledge of existing standard economic theory, as well as criticism of and alternatives to the theory | * The department uses standardized set of multiple-choice questions for Principles of Macroeconomics and Microeconomics (EC2010, EC2020) at the end of each semester. * Exams for intermediate courses (EC3010 and EC3020) and EC2030 |
| MLO2. Effective use of verbal, written, and graphical skills, as well as technology, mathematics, and statistics in order to understand, analyze, synthesize, and communicate economic information | * Exams for the intermediate courses (EC3010 and EC3020) and EC 2030 * EC 3086 exams and final project * EC 4090 final project |
| MLO3. The ability to apply economic theory, using the skills described in LO#2, to analyze practical situations and economic policies | * Exams for the intermediate courses (EC3010 and EC3020) and EC 2030 * EC 3086 exams and final project * EC 4090 final project |
| MLO4. Autonomously develop methods for managing knowledge, useful for professional development and to undertake education at a higher level. | * Final projects in EC 3086 Econometrics or EC 3001 * Research project for Senior Seminar EC 4090 |

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| Program Alignment Table | | | | |
| Core Capabilities / Program Learning Outcomes (from table above) | MLO1 | MLO2 | MLO3 | MLO4 |
| ***Independent, creative thinkers***  Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments. | Knowledge of micro and macroeconomic theories constitutes a source of critical thinking. | Verbal and written skills acquired in economics empowers individuals. | Skills and tools acquired by effective use of   economic applications foster creative thinking. | Developing methodology fosters independent and creative thinking. |
| ***Engaged, lifelong learners***  Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university. | Social and ethical responsibility is driven by knowledge about the economic reality and laws and consequences of individual and collective choices. | Effective verbal and written skills along with knowledge about the impact of technology on the society and economy are necessary for lifelong engagement and learning. | Skills and knowledge of practical and real-world situations constitutes an important lever for social engagement. | Autonomously developing methods ensures acquisition of skills that provide for life-long learning. |
| ***Responsible actors and empowered leaders***  Graduates will apply their knowledge and skills to the global challenges of the 21st century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility. | Understanding and knowledge of economic theory and laws are of paramount importance to educating responsible leaders and social actors. | Effective verbal and written skills are expected from leaders and help them enhance their social outreach and impact. | As responsible citizens and actors, social leaders must master the theoretical and empirical underpinnings of economic theory and policy making. |  |
| ***Adaptable communicators with a global perspective***  Graduates will be skilful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located. | Knowledge of economics constitutes an important tool for effective communication of the goals and the world citizens want to live in. | Effective verbal, written and graphical skills help broaden global perspective of effective communicators. | Effective and adaptable communicators must be able to communicate and describe effectively the reasons for adopting economic policies for a more engaging, democratic and equal society. |  |

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| Program - Course Sequence Table | | | | | | | | | |
| Program Learning Outcome/ Program Core Course | EC2010 | EC2020 | EC2030 | EC3010 | EC3020 | EC3086 | EC4090 | ELECTIVES GROUP | THESIS / INTERNSHIP |
| MLO1 | I | I | I | P | P | D | D | D | D |
| MLO2 | I | I | I | I,P | I,P | D | D | D | D |
| MLO3 |  |  |  | I,P | I,P | D | D | D | D |
| MLO4 |  |  |  |  |  | P | D | D | D |

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| Program – Course alignment table | | | | |
| Program learning outcomes/ Course learning outcomes | MLO1 | MLO2 | MLO3 | MLO4 |
| EC2010 | Identify different types of market structures (monopoly, oligopoly and a competitive market). | Interpreting core economic concepts through its graphical presentation and basic mathematical expression. |  |  |
| EC2020 | Identify the tools of estimating aggregate demand and supply: price, quantity and real gross domestic product. | Interpreting core economic concepts through its graphical presentation and basic mathematical expression. |  |  |
| MA1020 |  | Use descriptive statistics to describe samples, populations, and relationships between variables (independence, regression) (LO5). |  | Use techniques of inferential statistics appropriately (confidence intervals, hypothesis tests for proportions, means, chi-squared tests and linear regression) (LO6). |
| MA1030 |  | Show competency in using both algebraic and geometric interpretations of the concepts of calculus. |  | Be able to apply the techniques (including linearization and optimization) of differential and integral calculus to problems in other disciplines. |
| EC3001 |  |  | Identify and examine appropriate case studies for studying economic history. | Evaluate how useful economic history and the listed concepts above are in understanding economic trends and changes. / Create a qualitative study in the fields of economic history and history of economics. |
| EC3086 |  | Analyze economic data. |  | Conduct and critique empirical studies in economics. |
| EC4090 |  | Develop written and oral communication skills in order to communicate economic information clearly. |  | Apply quantitative and/or qualitative tools of economic analysis to answer a research question. |
| EC2030 |  | Discuss exchange rate determination and fluctuation as driven by demand and supply. | Assess policies that limit trade and the associated effects on consumers and producers. |  |
| EC3010 | Explain the basic concepts in microeconomic theory and the assumptions underlying these concepts. |  | Apply microeconomic theory to the analysis of households, firms, and markets. / Identify the connections between microeconomic theory and the real world. |  |
| EC3020 |  | Describe the relationship between the financial sector and the real economy. | Examine the impacts of monetary and fiscal policy on macroeconomic variables. |  |